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ABSTRACT

This paper describes a study that examined the perspectives of teacher educators regarding the role of teachers and the student teaching experience. It also discusses a companion study that investigated whether those perspectives influenced student teachers during their student teaching experience. The first study used two or three interviews per teacher educator to determine their attitudes. Results indicated that the teacher educators' answers revolved around six themes: respect for students, encouraging students to reflect, modeling effective teaching, placing students with effective cooperating teachers, being active professionals, and consistently voicing philosophies and theories that they espoused. The companion study involved a questionnaire administered to former students of the teacher educators in the initial study. The questionnaire focused on the former students' reactions to the six themes. Results indicated that, overall, the former student teachers agreed with statements on the questionnaire that were based on the specific perspectives of their teacher educators, which means they may have been influenced by the teacher educators. This suggests that prior knowledge brought by students to their student teaching is shaped by teacher educators on campus. The surveys are appended. (Contains 20 references.) (SM)

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The Influence of Teacher Educators' Perspectives on the Role of Teachers in the Student Teaching Experience

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This paper details the results of a dissertation study and its companion study. The purpose of the dissertation study was to obtain the perspectives of teacher educators about the role of teachers and the student teaching experience and from these perspectives develop the framework for the companion study. The objective of the companion study was to ascertain if these perspectives of the teacher educators might have influenced their students during the student teaching experience. Results of the companion study indicate that teacher educators' perspectives may influence the student teaching experience of their students.

Introduction

The student teaching experience is usually the final and most important component of the education of future teachers. It is at this time that future educators can test the knowledge and skills they have developed during their education. The student teaching experience should exemplify the mission and purpose of the teacher education program. However, student teachers often suggest that their student teaching experience should be a better learning experience. Considerable research (Goodlad, 1991; Zeichner, 1980; Koehler, 1988; Roth, 1992, and Goodman, 1988) also reports the concern that there may be problems with the student teaching experience. "Student teachers have also voiced that their university professors and student teacher supervisors had influenced them when they made decisions concerning their activities/experiences while student teaching" (Bell, 1996, p.1). Therefore, the student teaching experience and the views of teacher educators concerning the student teaching experience are important areas of teacher education to investigate.

This paper will describe the results of a study conducted to obtain the perspectives of teacher educators concerning the role of teachers and the student teacher experience. It will also detail the results of a companion study that was enacted to ascertain if the perspectives of these teacher educators did influence their former students during their student teaching experience.

Organization of Initial Study

The first study was a qualitative study which obtained the perspectives of teacher educators concerning the role of teachers and the student teaching experience and from those obtained perspectives developed the framework for the second study which would find if these perspectives might influence the student teaching experience.

The participants included in this study are twenty-one teacher educators including six student teacher supervisors. These teacher educators are members of the faculties of a

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small liberal arts college, a public urban university, a state university, which is part of the state system and has evolved from a normal school, a private urban university, and a branch campus of a state affiliated institution. An original participant from each institution agreed to be interviewed and then recommended other faculty members and student teacher supervisors who also agreed to be interviewed.

The perspectives of the participants were obtained through the use of in-depth qualitative interviews. The interviews were based on a phenomenological approach and contained questions about the participants' life histories, the details of their professional experiences, and the meaning these professional experiences held for them (Seidman, 1991). These open-ended interviews obtained information that was analyzed and placed into categories and themes. The questions asked were formulated from current writings of prominent authors in education. These writings concerned the role of teachers, the student teaching experience, and the faculty of education departments.

Interview Questions

In the first interview, the participants were asked to tell as much as possible about themselves in light of their present professional experience. In the second interview, the participants were asked to describe the mission of their departments and the philosophical and theoretical framework of their curriculum and how it relates to the role of teachers. They were asked to define the role of teachers. They were asked if there is a common body of knowledge concerning the role of teachers that is expressed and developed throughout the curriculum. They were asked if a sense of values is communicated throughout the curriculum and if so how this sense of values relates to the role of teachers. They were asked if and how they reflect current research concerning the role of teachers. They were also asked how they encourage students to develop a conception of the role of teachers, and they were asked to describe an appropriate and effective student teaching experience in which the role of teachers is developed. They were asked how student teaching experiences can be provided which bridge the world of knowledge and the world of teaching providing the continuity between preparing to teach and functioning in the role of teacher.

In the third interview, or final interview, participants were asked to describe the conceptions they hold for the role of teachers (Howey and Zimpher,1986). They were also asked to describe their commitment to teacher education. The participants were asked if or how they have been influenced by the recommendations of the Holmes Group and the Carnegie Commission concerning the education of future teachers. They then were asked if they see the role of teachers changing, and if they feel teachers are educated for an active role in ongoing school renewal. Additionally, they were asked if they think it is possible to develop craft knowledge in the student teaching experience, and if they would characterize student teaching as a laboratory, as an apprenticeship, or as a rite of passage. Finally, they were asked if they felt that their perspectives about the role of teachers and the student teaching experience might impact the student teaching experience. (Appendix A)

Due to individual differences and to the individual's responsibilities, it was possible to complete the interviewing process in two interviews in sixteen instances. When the interviewing process was completed in two interviews, the question of the first interview and some of the questions of the second interview were asked. The remaining

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questions were asked in the final interview.

Data Collection

Data was collected from twenty-one participants for this study. The interviewer traveled to the institutions of higher education where the permanent members of the faculties of education departments had their offices. Interviews were most often held in the participant's office. This enabled the interviewer to observe the context of the participant's environment. Two permanent members of the faculty of an education department and two student teacher supervisors were interviewed by telephone. The length of the interviews varied, but they usually lasted at least one hour. Each participant answered all interview questions. Most participants encountered one interview per week over a three-week span of time. Interviews were audiotaped, and transcribed by the researcher.

Data Analysis

The information obtained through the interviews was coded and grouped into categories for thematic similarities. Specifically, a partially ordered metamatrix for each institution was completed. The metamatrixes included excerpts of all the answers to all the questions for all the participants. Codes and themes then became apparent. The information was interpreted and analyzed.

Inductive data analysis was used in this study. Inductive data analysis may be defined as a process for making sense of field data. Data accumulated in the interviews needed to be analyzed inductively (that is from specific, raw units of information to subsuming categories of information) in order to answer the questions posed in this initial study (Lincoln and Guba, 1985). Data was analyzed according to grounded theory.

> Grounded theory is one that will fit the situation being researched, and work when put to use. By fit we mean that the categories must be readily (not forcibly) applicable to and indicated by the data under study; by work we mean that they must be meaningfully relevant to and be able to explain the behavior under study (Glaser and Strauss as cited in Lincoln and Guba, 1985, p. 205).

The grounded theory, which emerged from the initial study, facilitated the development of the conceptual framework necessary for the second or companion study.

Validity Issues

The interaction between the data gatherer and the participants inherent in the interviewing process posed threats to the validity of the initial study. It was recognized that the meaning was to some degree, a function of the participant's interaction with the interviewer (Seidman, 1991).

However, through the use of the in-depth phenomenological interviewing process, trustworthiness was obtained. Lincoln and Guba (1985) describe trustworthiness

> as that quality of a study which makes the study worth paying attention to. A study is trustworthy if the findings are true (it has internal validity), if its findings are applicable (it has external validity), if the findings are consistent (it has reliability), and if the findings are neutral (it has objectivity) (p. 189).
>
> Guba (as cited in Lincoln and Guba, 1985) proposed operational techniques that can be used in a naturalist study to establish credibility (internal validity),

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transferability (external validity), dependability (reliability), and confirmability (objectivity). Chief among these techniques are prolonged engagement and persistent observation, triangulaton, peer debriefing, negative case analysis, member checking, thick description, and auditing (p. 109).

Most of the above mentioned techniques were provided through the use of the multiple interview process. A prolonged engagement was provided through the time needed to conduct the interviews and the time between interviews that built trust and allowed the researcher to detect distortions that might come into the data. The interview process consisting of two or more interviews also facilitated persistent observation which permitted the researcher to identify characteristics and elements in the initial study that are relevant to the student teaching experience. Interviewing participants who are members of the faculty of education departments and student teacher supervisors also permitted triangulation, the use of multiple data sources (Merriam, 1988). The multiple interviewing process also facilitated member checking in which the conclusions found in the first interview were checked with participants in succeeding interview/s.

Bias

Bias, a preference that may inhibit judgment, could not be avoided in the initial study because it employed the interviewing process and therefore, the interviewer was part of the process. As a human, the interviewer could not be exempt from bias.

Bias was also inherent in the initial study because it used purposive sampling (the participants were chosen because they are teacher educators). These participants had the information needed for this in-depth study.

Bias might have also been inherent because the sample size was small. Therefore, many different opinions were not heard. But, according to Patton, "the meaningfulness, and insights generated from qualitative inquiry have more to do with the information-richness of the cases selected and the observational/analytical capabilities of the researcher than with the sample size" (p. 185).

Ethical Constraints

Ethical constraints were employed . The rights and privacy of the participants were protected. The participants in the initial study were asked to and did give informed consent. They were given the right to know what information was included in the completed study. All participants were given anonymity.

Limitations of the Design of the Initial Study

Limitations are apparent in this study because qualitative data are exceedingly complex. They are not readily convertible into standard measurable units of objects seen and heard. They vary in the level of abstraction, in frequency of occurrence, and in relevance to central questions in the research (Schatzman and Strauss as cited in Marshall and Rossman, 1989).

Limitations were also apparent because the participants in this study were not randomly chosen. They were selected because of their rich knowledge base concerning the subject area. Also, they were included because they agreed to be interviewed. They were open to this experience and accepting of the interviewer. Since one contact person recommended the other participants at the institution, the participants at each institution

may not have been a representative sample of that institution.

Limitations appear because the interviewing process was not exactly the same for all participants. Some participants experienced three interviews while others experienced two. Four participants were interviewed by the telephone so it was not possible for the researcher to experience the professional environment of those participants. Since this is a qualitative study the results cannot be specifically generalized to other populations. However, the information it yielded (perspectives of teacher educators concerning the role of teachers and the student experience) could only have been obtained from a qualitative study and this information contributes to the body of knowledge available concerning the role of teachers and the student teaching experience.

To address these limitations, it was necessary then to content analyze to uncover embedded information and make that information explicit as suggested by Lincoln and Guba (1985). The information was transcribed and coded and placed into categories. Finally, a coherent understanding of the data was assembled through the building of a logical chain of evidence and making conceptual/theoretical coherence (Miles and Huberman, 1994). Themes were developed and all results were carefully analyzed.

Results

The participants in this study from the small liberal arts college, the state university, the private urban university, and the branch campus voiced a distinct philosophical framework of their curriculum. There also was a different philosophy voiced at each institution. The participants from the public urban university did not express a specific philosophical framework of their curriculum. The participants from the urban university also felt that there should not be a distinct philosophical framework to their curriculum.

The participants expressed that research is an important component of the education of future teachers. It is part of what they express to/with their students.

The participants in this study stated that it is the role of the teacher to be a guide, a facilitator, a model, a decision-maker, an agent for change, and an advocate for children. Teachers should carry out these roles while showing respect for their students and creating a comfortable learning environment.

Many participants expressed that the cooperating teacher is critical to an effective student teaching experience. Also in an effective student teaching experience, the student teacher would be encouraged to consistently reflect and that the student teacher would experience growth.

Some of the participants in this study encouraged their students to develop a conception of the role of teachers through modeling, through encouraging their students to reflect, and by having their students create their own philosophies of education.

In order to provide student teaching experiences that provide a bridge between theory learned on campus and functioning in the role of teachers, the participants suggested collaboration between basic education and higher education, placement of student teachers with effective cooperating teachers, weekly seminar experiences, and many field experiences for education students.

Some participants were influenced by a variety of life experiences and by other teachers in forming their conceptions of the role of teachers. Their conceptions reflect both the cognitive and the affective areas.

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The Holmes Group Reports of 1986, and 1995, and the Carnegie Report of 1986 influenced not all of the participants in this study. Those who were influenced gave positive and negative responses.

Most of the participants in this study expressed that they see the role of teachers changing. They stated that changes in society and advances in technology cause this change.

Most of the participants stated that they do not feel that teachers are educated for an actual role in school renewal. Some feel that administrators in basic education are not ready to give teachers that role.

Disagreement was voiced by participants when they considered if craft knowledge could or should be developed in the student teaching experience. The answers fell into one or more of four categories. Is craft knowledge an innate quality? Is teaching a science or an art? And there were simply yes or no answers.

Distinct categories emerged in the participants' answers to the question asking them if they would like to describe the student teaching experience through the use of metaphors. Some participants chose one or more of the suggested metaphors (apprenticeship, rite or passage, laboratory). Others chose all of the suggested metaphors. Some suggested their own metaphor and still others did not want to describe this experience through the use of metaphors.

The participants in this study expressed that their perspectives about the role of teachers and the student teaching experience did influence their students in the student teaching experience. Some said that they know this through the feedback given to them by former students. Through the answers to all the aforementioned questions, it was possible to answer the basic research questions of this study.

Research Questions and Answers

The questions that formed the basis for this study and their answers are: 1. What basic beliefs define the teacher educator's perspective on the role of teachers? The basic beliefs that define these teacher educators' perspectives on the role of teachers are, first, that this role is based on respect for the dignity and worth of the individual and the value of the individual's ability to perceive, learn, and make judgments and to perform. And second, it is the role of the teacher to enhance the potential of his/her students both intellectually and in terms of values; and third, the belief was stated that the teacher is the tool that society depends upon to give students what they need.

2. What basic beliefs define the teacher educator's perspective on the student teaching experience? The over-riding basic belief that defined these teacher educator's perspectives on the student teaching experience is that the student teacher must have the opportunity to work with an excellent cooperating teacher who is actively involved in learning, a cooperating teacher who models effective teaching. A cooperating teacher should be an excellent mentor who understands his/her role and is willing to share his/her strengths and weaknesses. The cooperating teacher should give the student teacher trust and faith and accept the student teacher as an equal. The cooperating teacher should give the student teacher responsibilities and hold that student teacher responsible to carry out those responsibilities. The cooperating teacher should consistently give the student feedback concerning his/her work.

These teacher educators also believe that throughout the student teaching

experience, student teachers must be encouraged to reflect. They must reflect on their situations, on what they are experiencing, on the lessons observed, on the entire school situation. Student teachers need also to reflect on the lessons that they teach and on their own professional growth.

Participants in this study believe that the student teaching experience should be developmental. The student teacher should gradually be given the responsibilities of a teacher and should experience the gradual development of the skills needed to carry out the role of a teacher.

The participants believe that the student teaching experience should take place in a good learning environment with a supportive and interested principal. The participants suggest that this environment can be provided through better collaboration between colleges and universities and basic education enterprises.

3. What implications do these perspectives of the teacher educators have for improving the student teaching experience? The perspectives of the teacher educators exhibit a considerable concern for the quality of the professionals chosen as the cooperating teachers. Therefore, to improve the mechanisms for obtaining effective cooperating teachers, better communication, cooperation, collaboration, and interaction are needed between teacher educators and the professionals in public schools. The perspectives of the participants suggest that this collaboration could take place in the professional development schools in which the faculties of the education departments and the teachers in the professional development school faculties would work together resulting in effective communication, trust, and credibility.

Some participants suggest that another way to insure more effective cooperating teachers may be to prepare cooperating teachers for their role through course work or training.

The participants imply that student teachers should be constantly encouraged to reflect throughout their student teaching experiences. The participants also expressed that the personal growth of student teachers can be facilitated by giving them time to develop through a sequential process and by giving them real teaching responsibilities and by holding them accountable.

4. What influence does the participant's role appear to have on his/her perspective? Based on the answers given to most questions it would be difficult to ascertain if the participants were supervisors of student teachers or permanent faculty members. However, there was a strong emphasis placed by all the supervisors on two specific areas that may be a reflection of the influence of their roles. These areas were the overall importance of the cooperating teacher in the student teaching experience and the practical application of theory, the importance of being a good practitioner.

The involvement of the supervisors in their contributions to the program design was somewhat different from that of the permanent members of the faculties of the education departments. Their contributions were more specific to the students, which they supervised. These similarities were probably caused by the role differences.

5. What influence does the type of institution appear to have on the participant's perspective? The influence of the participant's type of institution was most evident in the general philosophies espoused by these teacher educators. A different general philosophy was expressed at four of the five institutions visited. These were institution Liberal Arts, institution State University, institution Private Urban, and institution Branch Campus.

At institution Liberal Arts, the underlying philosophy is a framework of theory which is a foundation for practice; applying theory to practice. The participants at this institution stated this philosophy in their answers to one of the first three questions. (Table 1 – participants are given the labels Lib. Art. A F, B F, C F, D F, and E S)

Table 1. Institution Lib. Art. Excerpts of Answers – Questions 1, 2, and 3

	1. What is the mission of your department?	2. What is the philosophical/theoretical framework of your curriculum?	3. Is there a common body of knowledge/ values within the curriculum?
AF	_to provide students with broad liberal arts background in conjunction with broad skills they need	_philosophically speaking the program needs to be a good blend of theory and practice	_yes, liberal arts background with professional knowledge based on research _values expressed through services students are encouraged to give
BF	_help undergraduates who identify as future teachers make decisions about the future	_we need to prepare well-rounded teachers	_general body of knowledge carried over, so more practical, not just theoretical _self-worth, self-esteem, value of the child
CF	_the mission is a framework of theory which is the foundation for practice; apply theory to practice	_may change for each of us _philosophically, Dewey (what happens in real life) and Piaget (you have to provide examples) _I'm eclectic; I look at many theories _important for teacher to show she cares	_I think so; definitely a sense of values _common body of knowledge flows from theoretical base; each of us is a practitioner; each taught in basic ed. _values, ethical behavior and respect students they are going to teach
DF	_provide well-rounded teachers to school systems; this is a liberal arts institution	_the most important part of a course of theory is to apply it	_body of knowledge consists of research and writings of individuals who are currently reflected in the field _values, fairness, right and wrong, and respect reinforced and reflected
ES	_to enable these teachers to get a position once they graduate	to date and very much to the point that I think they try to be right on the edge of what is happening	_it does reach the students; they are loving, caring, and goal oriented

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At institution Public Urban, there was no underlying philosophy stated. However, the participants agreed that there should not be an underlying philosophy. (Table 2 – participants are given the labels Pub. Ur. A F, B F, C F, and D S)

Table 2. Institution Pub. Ur. Excerpts of Answers – Questions 1, 2, and 3

	1. What is the mission of your department?	2. What is the philosophical/theoretical framework of your curriculum?	3. Is there a common body of knowledge/ values within the curriculum?
AF	_don't have a mission for Curriculum and Instruction _have an apparent mission or two	_it would be academic freedom - it is advantageous to have a curriculum in a teacher training institution that has a variety of philosophies	_it is so general that I can't put my finger on it; it would be something like academic freedom
BF	_to prepare teachers in undergraduate elementary, secondary, special education and vocational education and to certify students from art, health ed., music ed.	_when I came here it was understood that the title inferred that technology was central to the mission of teacher education here _within that it is a populist institution	_a broad based body of knowledge, a collective body of knowledge
CF	_committed to urban education _commitment to diversity in the global sense _committed to teacher preparation that integrates actively the theoretical and practical aspects of teaching learning	_I don't think there is one general theoretical framework _we are all enriched by the diversity of theoretical paradigms that the different teacher educators bring into our program	_I don't think so. The way I am interpreting values, it is a set of understanding that permeates a- aware of how setting is dealt with b- importance of practice is highlighted c- students are very highly regarded
DS	_attempting to put out best teachers possible in order to be marketable _theoretical background given within the University and practical experience in Practicum course and graduate work	_have students aware of current trends and good practice _it's a blend of things, no one way _it's a question of how do you give your own students what they need to really fit in as professionals	_no uniformity in terms of the situation nor in fact should there be in my opinion

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At institution State University, the philosophy expressed was the teacher as life-long learner. The framework of the curriculum is based on the life-long learner model. Again, the participants at this institution voiced this philosophy at some point in their answers to one of the first three questions. (Table 3 – participants are given the labels St. Un. A F, B F, C F, and D S)

Table 3. Institution St. Un. Excerpts of Answers – Questions 1, 2, and 3

	1. What is the mission of your department?	2. What is the philosophical/theoretical framework of your curriculum?	3. Is there a common body of knowledge/ values within the curriculum?
AF	_we prepare life-long learners	_framework is based on life-long learner model _I am a strong believer in liberal arts and students have to be prepared for real world _here, we care about students, we want them to be prepared	_we agree on what a good student teacher looks like _people are nice to students _values of caring and respect given and that we are here to help people succeed
BF	_the mission is the teacher as life-long learner	_in the program area, there is a heavy emphasis on the discipline that you teach _our overall curriculum is that we are preparing people who are number one life-time learners also reflective practitioners and decision makers	_new general education requirement _core requirements _important to me to express values in the curriculum (respect, caring)
CF	_to prepare teachers not only for the state but nation wide _we teach the way we tell students to teach others	_there is a collective view of what our belief system is _the faculty speak of themselves as change agents _no particular philosophy is espoused, I perceive it as a humanistic, non-authoritarian process	_yes, the organizing theme is teacher as life-long learner _values expressed as perseverance, initiative, volunteerism, social activism
DS	_basically we prepare teachers for excellence in the teaching profession	_being revamped as we speak _previously around teaching the basic skills and now more teaching the child _we are moving toward integrated curriculum and developmentally responsive strategies	_it should be but depends on the professor _sometimes differences

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At institution Private Urban, the philosophy expressed was a developmental orientation. Human Growth and development is the central organizational rubric at this institution. It was expressed by the participants in one or more of their answers to the first three questions. (Table 4 – participants are given the labels Pr. Ur. A F, B F, C F, and D S)

Table 4. Institution Pr. Ur. Excerpts of Answers – Questions 1, 2, and 3

	1. What is the mission of your department?	2. What is the philosophical/theoretical framework of your curriculum?	3. Is there a common body of knowledge/ values within the curriculum?
AF	_human growth and development is the central organizational rubric for the teacher training enterprize; it allows for recognition of individual differences	_developmentally based _based on sacredness of individual _character development is centrally important _non-academic standards are part of standards	_I think so, a developmental approach _try very hard to respect individuality _we have a conviction we have to model what we advocate
BF	_develop teachers who would be articulate, who can communicate in oral and written form, who can solve teaching problems and who are in every sense of the word teaching professionals	_more cognitive; very cognitively oriented approach that borders on constructivism	_we do take a very developmentally oriented perspective and I think that is a common theme
CF	_to develop well-educated developmentally oriented teachers who understand the needs of students from a wide perspective of learning styles	_have a lot of differences among people on faculty _trying to have students look through developmental lenses _trying to encourage developmental perspectives	_we don't slant it; they read about everybody _we don't force feed; they know the philosophy of the program _sense of values is dual: responsibilities of individual to community and tremendous interest in helping children learn
DS	_to prepare student teachers to do a really excellent job; student teachers who go into schools with the highest ideals and techniques	_extremely concerned about having graduates who are ready to take over special ed. and regular ed. classes	_it is child oriented and emphasizes involvement with kids

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A similar philosophy was stated by three of the four participants at institution Branch Campus. It is basically behaviorism and was stated at some place during these participants' answers to questions two and three. (Table 5 – participants are given the labels B.C. A F, B F, C S, and D S)

Table 5. Institution B. C. Excerpts of Answers – Questions – 1, 2, and 3

	1. What is the mission of your department?	2. What is the philosophical/theoretical framework of your curriculum?	3. Is there a common body of knowledge/ values within the curriculum?
AF	_it is basically to work with the non-traditional student, the adult student who is looking for graduate professional education and is looking at life-long learning	_philosophically behaviorism is very strong _use data for decision making _look at empirical research _personally, diversity issues as in family configuration and family patterns	_I think the common body of knowledge is respect for the students and respect for the families and the behaviotistic methodologies of identifying motivators and reinforcers
BF	_in the Department of Curriculum and Instruction in the College of Education is to make the program and the College of Education the cutting edge through initiatives around the state as well as the student teaching experience	_variety of philosophical strands within the Department _certainly cognitive academic achievement is a major theme _I have a tendency to think that the notion of social justice is present	_no, I think it is still emerging _common sense values _value of cognitive pactice may supercede integration of subject areas, inclusion
CS	_this is what I envision our mission to be - it is to train teachers in special education	_it is diverse but primarily behaviorism _also looks at developmental levels and teaching the individual child	_I think so, definite trend toward a common body of knowledge _coming more in line with inclusion
DS	_our mission is really to assist student teachers to become familiar with schools and their policies	_it is behaviorally oriented in espoused learning principals _encourages students to be reflective _makes student teacher see that even now you are a life-long learner	_I think it all goes back to behavioral theory

6. How do the participants encourage their students to construct a concept of the role of teacher through the experience of student teaching?

The participants stated that they encourage their students to construct a concept of the role of teachers through careful reflection throughout the student teaching experience. The participants also stated that in order to develop a conception of the role of teachers in the student teaching experience, students should observe the modeling of effective learning experiences. The participants suggested that student teachers should be encouraged to read and to participate and to extend themselves beyond the classroom. The participants feel that student teachers should be involved in professional organizations and take an active part in the whole life of the school in order to help them construct a concept of the role of teachers through student teaching.

7. How do the participants encourage their students to prepare for the changing role of teachers? The participants in this study believe that the role of teachers is changing due to changes in society and advances in technology. Therefore, the participants suggested that their future students also be prepared in these specific areas.

Changes in society have caused teachers to accept responsibilities that were formerly carried out in families. Today, teachers need to have the knowledge and skills of a sociologist, guidance counselor, and psychologist. To prepare for these roles, education students must be given a strong general education background that would provide some knowledge in these areas and provide the students with an awareness of the means needed to obtain specific knowledge in these areas. Education students must be made

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aware of the community resources available to teachers. These students need to know how to develop support systems they will need to have with parents, administrators, and other members of the community. Future teachers need to be prepared to be agents for social change and advocates for children. Their communication and collaboration skills then, need to be expanded.

Because of changes in technology, the role of the teacher is changing from that of a dispenser of knowledge to coordinator and director of learning and manager of information. Future educators must be able to design a learning environment to make use of this technology. Future teachers need to know how to manage this information by focusing on major ideas. Future teachers need to be freed of the expectation that they can and must know everything.

The environment fostered by changes in technology will allow students to take more responsibility for their learning and be more independent.Therefore, future teachers must be cognizant of, and prepared for, a changing role.

Themes

Dispersed throughout the answers given by the participants were six themes. These themes were apparent in the perspectives voiced by these teacher educators. The conceptual framework for the second, or companion study, is based on the grounded theory provided by these themes. Four of the six themes are respect for students, reflection needed for learning, modeling to encourage learning, and a concern for the effectiveness of cooperating teachers. Two other themes appeared which characterize the participants themselves. They are that the participants are active professionals working to improve their profession and that these participants consistently voice the philosophy they espouse.

Respect

Nearly all the participants expressed the importance of teachers displaying respect and displaying a caring attitude for their students. The participants stated that it was important for them as teacher educators to show respect for their students. They communicated that respect for students was an element of the role of teachers. These teachers feel that respect for the student is basic to education and should be exhibited by all teachers in their interactions with their students.

Reflection

The participants in this study articulated that it is important to encourage their students to reflect. Through the examples of how they encourage reflection of their students, these participants documented their belief that reflection is imperative for future teachers. They encourage their students to reflect upon the lessons they have taught while student teaching. They encourage their students to reflect on their choices for their portfolios. They ask their students to keep reflective journals. They ask their students to reflect on what is happening in the schools. Some of their students are asked to reflect on readings that they have been given. The participants expressed that in order for their students to grow and develop as professionals they must consistently think about their professional experiences and question and refine their thoughts, attitudes, and skills. It was stated that it is a role of teachers to be a reflective practitioner.

Modeling

The participants in this study believe that modeling is a critical strategy which

should be used to encourage learning. They demonstrate this belief by stating that they consciously model for their own students. These participants stated frequently that they model for their students what an effective teacher should do and what an effective should be so that their students will develop into effective teachers and then model for their own students. Modeling is a theme consistently mentioned by the participants in this study.

Cooperating Teachers

The participants expressed strong and sometimes emotional feelings when they described the need to place student teachers with effective cooperating teachers. These teacher educators feel that the cooperating teacher should be supportive, involved and enthusiastic, and open to new ideas. The participants are greatly concerned that effective cooperating teachers are not always chosen for student teachers. These teacher educators would like to have more collaboration with school districts concerning the choice of cooperating teachers. The participants would like to have more control over the choice of the setting and the choice of cooperating teachers for the student teaching experience.

Active Professionals

Through analyzing the answers to the questions asked in the interview process, it was evident that the participants in this study are active professionals working to improve the education of future teachers. These teacher educators are actively involved in examining and changing the curricula in their departments. Many are collaborating with professionals in basic education. They are active in departmental committees and university-wide committees. They are coordinating programs with constituencies off campus. All express an interest in their students and an active involvement with their students as their teachers and as academic advisors and as faculty advisors for campus organizations.

Consistently Voiced Philosophies

Many participants in this study consistently voiced the philosophies and theories they espoused. These teacher educators exhibit an adherence to their philosophical beliefs through a consistent voice exhibited in their answers to the many and varied questions. A professor from the private urban institution clearly illustrates this fact through some of his answers.

When describing the philosophical/theoretical framework of the curriculum, he said,

> I would say it is a very cognitively oriented approach that borders on constructivism. I believe that everybody is going to construct their own learning through their own lenses.... To summarize the curriculum that I am espousing and that I do at ... it is we don't do as much telling as we have them come to know and we encourage them to do the same thing with their students.

While discussing the conceptions held for the role of teachers, he stated,

> That from a cognitivist perspective we make sense of the world on our own. So that pervades what I see as the role of the teacher. It is to help make sense of the world, although we create our own realities. There are some realities we come to agree on.

He supplied a metaphor for student teaching. He said,

> I would maybe describe student teaching like a kaleidoscope. You have a lot of pieces and they come together to form patterns and then as one views that pattern really what one gets out of it is a very personal thing. I resist the notion of

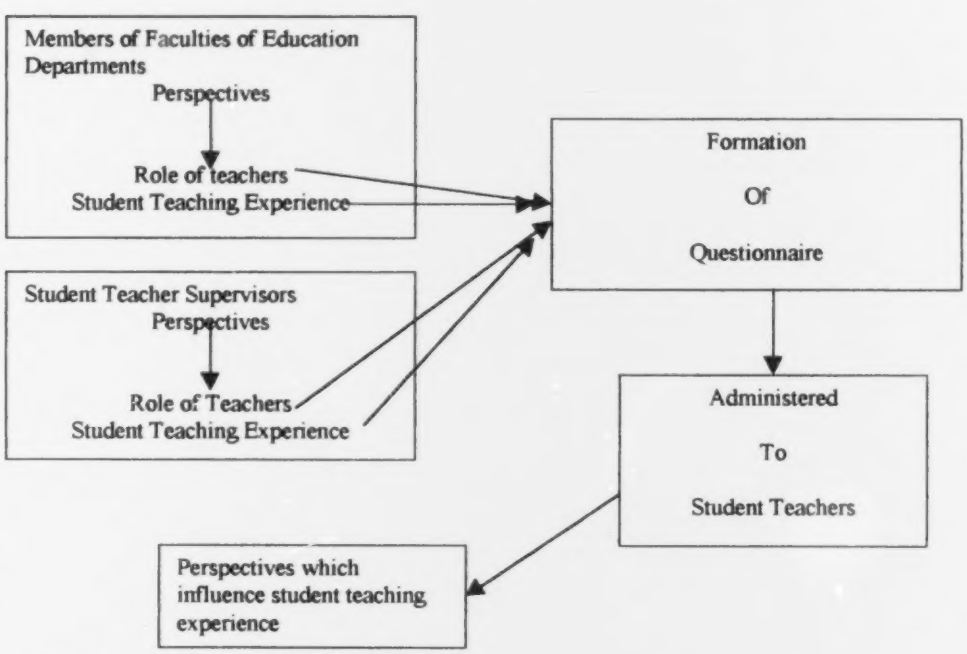
> apprenticeship or laboratory because they don't seem to grasp the constructivist stuff that we have talked about for the last two hours and I think it is more kaleidoscopic. It is like a kaleidoscope and I don't know if that makes sense to you. To me it is these pieces and hopefully they come together. Pieces from their course work and from their lives and they come together and they form these pictures and maybe one of those pictures starts or drives the next part of what one does at least temporarily until the kaleidoscope turns again.

And when responding to the question about the perspectives of the participants influencing their students in the student teaching experience, he offered,

> I guess I hope that I am a piece of the kaleidoscope and that when they combine it with other pieces they get their own unique read on things and then they use who they are because that is the other aspect of it. (Bell, 1996 p. 109)

The information obtained from these participants yielded the themes, which presented the grounded theory, needed to provide the framework for the second or companion study. (Figure 1) It was the second study, which provided the information necessary to ascertain if the perspectives of the interviewed teacher educators might influence their former students while they were student teaching.

Figure 1. Conceptual Framework



Organization of Companion Study

A questionnaire was created based on the grounded theory provided by the initial study. The questions were specific to the themes provided by the initial study. (Appendix B) The questionnaire employs the Likert continuum for responses ranging from "strongly agree, agree, disagree, to strongly disagree. The questionnaire was administered to the

former students of the participants of the initial study, while these students were student teaching. The researcher analyzed the answers to each question through a tally or frequency chart. (Appendix C) By inspecting this chart it is possible to determine whether the perspectives of the teacher educators might have influenced the student teaching experience.

Data Collection for Companion Study

Data was collected from sixty-three participants for the companion study. The researcher traveled to three institutions and administered the questionnaire to student teachers that identified themselves as former students of the initial participants. The questionnaire was administered during the student teaching practicum seminar class. The researcher was requested to send the questionnaire to one institution and at that institution, the questionnaire was administered by faculty members. The student teachers at the fifth institution were not available to the researcher for the administration of the survey.

Data Analysis

The researcher first completed a tally sheet for each institution. This was done to ascertain whether the guiding philosophies stated by the initial participants were also identified by the students at each institution. Next, the researcher completed a tally sheet of all the responses to provide a complete picture of all the responses of all the student teacher participants.

Validity Issues

Validity issues also arise in this companion study. The information used to create the questions in the questionnaire was the grounded theory (the themes which became apparent) in the first study. This grounded theory was generated by all the participants from all the institutions visited. Therefore, the information may not have been specific to a specific participant in the first study who was a teacher educator for a specific student teacher who completed the questionnaire. The results then are valid in a general sense to the populations involved in both studies.

Also, this study was based on the grounded theory provided by a qualitative study and therefore its results cannot be described with distinct quantitative validity. However, the results of these studies could only have been secured through the means utilized and the results are valid to the populations involved. These results do provide a picture of the influence of teacher educators.

Limitations of the Design of the Companion Study

The validity issues previously stated present limitations to the companion study. Other limitations to this study include the fact that the participants were not randomly chosen, and the fact that the questionnaire was not administered exactly the same in the four institutions. The results of this study are also limited because it was not possible to administer the questionnaire at the fifth institution.

Participants

The participants of the companion study consisted of sixty-three students who

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were actively involved in their student teaching experience. They were men and women students and they belonged to varied age, racial, and ethnic groups. They were Early Childhood, Elementary, Secondary, and Special Education student teachers. They became participants because they identified themselves as former students of the participants of the first study, because they were made available to the researcher by those who conducted the student teaching seminars, and because they agreed to complete the questionnaire.

Ethical Constraints

Anonymity was given to all student teachers that completed the questionnaire in the companion study. They did not give their names at any time. Their names were not placed on the questionnaire. They did include on the questionnaire their gender, age, level of student teaching, and the name of the institution, which they attended.

Companion Study Results by Themes

Respect

The participants exhibited that they gave respect to their students through their answers to questions one, two, and three. Sixty-two or 98.4% of the participants expressed strong agreement or agreement with question one. Sixty-one or 96.8% of the participants expressed strong agreement or agreement with statement two. Sixty-two or 98.4% of the participants expressed strong agreement or agreement with statement three. This agreement indicates that these student teachers may have been influenced by their teacher educators when they encouraged their students to always show respect for their own students.

Agreement with statements 17, 18, 19, and 20 indicates these participants did feel that their teacher educators voiced and exhibited respect for students in interactions with their own students. Sixty-two participants or 98.4% expressed strong agreement or agreement with statement 17. Sixty-two participants or 98.4% expressed strong agreement or agreement with statement 18. Sixty-three or 100% strongly agreed or agreed with statement 19. Sixty or 95.2% expressed agreement with statement 20.

Since over 95% agreement was given to all statements in this area, it is most evident that the participants felt that they themselves respected their own students and that they heard and experienced their teacher educators stating the importance of giving respect and giving respect to them. These findings indicate that these student teachers may have been influenced by their teacher educators in this area. (Appendix C)

Reflection

The student teacher participants in this companion study expressed their reflective experiences through statements four, five, six, seven, eight, and nine. They expressed agreement with these statements. The percentage of agreement varied with the specific reflected practices described in each statement. Fifty-six participants or 88.8% strongly agreed or agreed with statement number four. They agreed that they reflected on each lesson taught and included that reflection on their lesson plan. Fifty-three participants or 84.1% expressed agreement with statement number five. They agreed that

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they reflected on their teaching experiences through the maintenance of a reflective journal. Fifty-nine or 93.7% agreed with statement number six. They reflected through discussions with other student teachers. Fifty-six participants or 88.8% expressed agreement with statement seven. They reflected through compilation of a teaching portfolio. Fifty-nine participants or 93.7% agreed with statement eight. They reflected through their own creation of a teaching philosophy. Sixty-one or 96.8% agreed with statement number nine. They thought that they had been reflective practitioners in their student teaching experience.

Sixty-one participants or 96.8% agreed with statement 21. They expressed that their teacher educators had voiced the opinion that it is important for teachers to reflect on their teaching experiences.

Based on these findings, it can be assumed that these student teacher participants may have been influenced by their teacher educators concerning the importance of reflection. (Appendix C)

Modeling

Sixty participants or 95.2% strongly agreed or agreed with statement ten. They thought that they model effective learning strategies in the classroom. Through their strong agreement or agreement with statements 22, 23, and 24, the participants expressed that their teacher educators did voice the importance of modeling and did model effective learning strategies themselves. Sixty-two participants or 89.4% expressed agreement with statement 22. Fifty-nine or 93.7% expressed agreement with statement 23. Fifty-nine or 93.7% expressed agreement with statement 24.

These results indicate that the perspectives of the teacher educators concerning the importance of modeling effective teaching strategies may have influenced their students during the student teaching experience. (Appendix C)

Cooperating Teachers

Statements 11 and 25 in the questionnaire examined the student teacher attitudes about cooperating teachers. Fifty-six or 88.8% of the student teachers agreed that they did have the experience of working with an effective cooperating teacher. Although, the agreement expressed with this statement (88.8%) is not as supportive as the agreement expressed with other statements in the questionnaire, it is still a significant agreement. Therefore, many participants of the companion study did not agree with their teacher educators that effective cooperating teachers were not being chosen for student teachers.

Fifty-two student teacher participants or 82.5% strongly agreed or agreed that their teacher educators had stressed the importance of working with an effective and supportive cooperating teacher.(Appendix C)

Active Professionals

Statements 26, 27, 28, and 29 reflect the student teacher participants' thoughts towards their teacher educators as active professionals.

Sixty-one participants or 96.8% expressed that they agreed or strongly agreed with statement 26. They thought that their teacher educators were active professionals working to improve the education of future teachers.

Fifty-one or 80.9% of the participants expressed strong agreement or agreement

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with statement twenty-seven. They thought their teacher educators were actively involved in examining and changing the curriculum. Eleven participants or 17.4% disagreed with this statement.

Fifty-nine or 93.7% of the student teacher participants agreed or strongly agreed with statement 28. They thought that their teacher educators did collaborate with professionals in basic education. Fifty-one or 80.9% of the participants expressed strong agreement or agreement with statement 29. They felt that their teacher educators did coordinate programs with constituencies off campus. Eight participants disagreed or strongly disagreed, while four participants did not reply to this statement.

Through the high agreement expressed with statements 26 and 28 and the moderately high agreement expressed with statements 27 and 29, the participants concurred that the theme (teacher educators are active professionals) derived from the initial study was accurate.(Appendix C)

Consistently Voiced Philosophies

To examine the sixth and final theme, the results need to be investigated for each specific institution. Again, the student teachers were not made available to the researcher at one institution. Therefore, the results that follow are from the other four institutions.

At institution Public Urban (Pub.Ur.) there was no underlying philosophy stated and the teacher educator participants at this institution agreed that there should be no underlying philosophy.

Statements 16, 30, and 35 of the companion study address the philosophy espoused at institution Public Urban. Nineteen or approximately 86% of the student teacher participants at institution Public Urban agreed with statement 16 which said that their teacher educators provided learning experiences designed with different learning theories as a basis. 13% of the student teacher participants disagreed with this statement.

Twelve or 54% of the student teacher participants from institution Public Urban agreed with statement 30, which stated that their teacher educators expressed the relevance of the same philosophy of education. Ten participants or 45% disagreed or strongly disagreed with this statement.

Eighteen participants or 81% agreed or strongly agreed with statement 35. They though that their teacher educators did express the relevance of varied theories and philosophies of education.

These results are not clear. While 54% of the participants agreed with statement 30, 45% did not. These participants (45%) display some evidence, which agrees with their teacher educators. This is a very weak indication, because 54% of the participants did agree with this statement. The stronger agreement expressed by these participants to statements 16 and 35 does give some support to the fact that the student teacher participants may have been influenced by their teacher educators. (Appendix D)

At institution State University (St. Un.) the underlying philosophy expressed by the teacher educators was the teacher as a life-long learner. Statements 13 and 32 address this philosophy expressed by the teacher educators of institution State University.

Nine participants or 100% agreed or strongly agreed with statement 13. They agreed that the learning experiences presented to them by their teacher educators would encourage them to be life-long learners. Nine participants or 100% also agreed with

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statement 32. It stated that the organizing theme, which the teacher educators at that institution expressed, is the importance of life-long learning.

The 100% agreement of the student teacher participants from institution State University suggests that these student teachers may have been influenced by their teacher educators. (Appendix E)

At institution Private Urban the underlying philosophy expressed by the teacher educators was a developmental orientation. Human growth and development is the central organizational rubric at this institution. Statements 14 and 33 address this philosophy.

Twenty-eight or 100% of the student teacher participants from institution Private Urban agreed with statement 14. They thought that while they were student teaching, they did consider the development of their students and their individual differences when designing their learning experiences.

Twenty-eight or 100% of the student teacher participants from institution Private Urban also agreed with statement 33. They agreed that their teacher educators expressed a curriculum that is developmentally based and allows for recognition of individual differences.

The 100% agreement of the student teacher participants at institution Private Urban may suggest that these student teachers were influenced by their teacher educator's philosophy of education. (Appendix F)

The underlying philosophy of education expressed by the teacher educators at institution Branch Campus was basically Behaviorism. This was addressed through statements 12 and 31.

The four student teacher participants or 100% agreed with statement 12. They agreed that they made practical application of the Behavioral Theory in the learning experiences that presented to their students. (Appendix G)

Three participants or 75% agreed with statement 31. They thought that their teacher educators at Branch Campus did express that education should be behaviorally oriented and that their teacher educators did often speak about the importance of Behavioral Theory.

The 100% agreement with statement 12 and the 75 % agreement with statement 31 indicate that these student teacher participants may have been influenced by their teacher educators.

However, the results from the specific institutions concerning the consistently voiced philosophies are not clear. Even thought the student teacher participants from the specific institutions most often agreed with the philosophies expressed by their teacher educators in the initial study, they also agreed that other philosophies were expressed. (Appendixes D, E, F, and G)

Implications and Conclusions

Researchers in the past have expressed that teacher educator educators at the college or university level do not exert a strong influence on student teachers. Lortie (1975) stated that student teacher beliefs have been internalized during the hours they

have spent as students in basic education. Cotton and Fischer (1992) state that "the potential impact a cooperating teacher can have on a student teacher's philosophy, teaching strategies, and classroom behaviors are immeasurable" (p.1). Hoffman, Funk, Long, & Keithy (1882) feel that the influence of the cooperating teacher on the preparation of future teachers is profound. This study does have limitations which have been sated. The results concerning the consistently voiced philosophies were unclear, and disagreement was expressed concerning the quality of cooperating teachers. But, the large percentage of agreement of the student teacher participants with the statements on the questionnaire which were based on the specific perspectives of their teacher educators indicates that the student teacher participants may have been influenced by their teacher educators. Therefore, the prior knowledge that the students bring to their student teaching experienced has also been shaped by the teacher educators on campus. It is crucial to the education of future teachers that their teacher educators are knowledgeable and effective communicators of sound educational theory and practice.

Gunstone and Northfield (1992) suggest that the teacher of student teachers is central to conceptual change in student teachers. The results of this study agree.

Appendix A

Interview Questions

Interview # 1 - Sociodemoghaphic Profile - Focused Life History

Please tell me as much as possible about yourself in light of your present professional experience? Tell me anything that you have experienced that relates to your role of teacher educator?

Interview # 2 - Details of Experience - What you actually Do

What is the mission of your department?

What is the philosophical /theoretical framework of your curriculum? How can you relate it specifically to the role of teachers?

Is there a common body of knowledge and a sense of values expressed throughout the curriculum?

What is the nature of your contribution to the program design?

How would you define the role of teachers?

How do you reflect research on the role of teachers in your courses?

How would you describe an effective student teaching experience?

How do you encourage your students to develop a conception of the role of teachers ?

How can student teaching experiences be provided which form a bridge between theory learned on campus and functioning in the role of teachers?

Interview # 3 - Reflection on the Meaning - Intellectual and Emotional Connections between Life and Work

What conceptions do you hold for the role of teachers?

Describe your commitment to teaching?

How have you been influenced by the Holmes Group and the Carnegie Commission's reports?

Do you see the role of teachers changing? How?

Do you feel that teachers are educated for an actual role in school renewal? Why or why not?

Do you feel that it is important or even possible to develop craft knowledge in the student teaching experience? If so, how can the development of this knowledge be facilitated?

Do you feel that you would describe the student teaching experience through the use of metaphors? Would you then describe student teaching as a laboratory, an apprenticeship, or a rite of passage?

You have expressed your perspectives about the role of teachers and the student teaching experience. Do you feel that these perspectives might influence the student teaching experience for your students?

Appendix B

Questionnaire
The Role of Teachers and The Student Teaching Experience

Age:_____ Gender:_____

Level of Student Teaching: Elementary _____ Special Ed._____ Secondary Ed._____

Name of the College or University you are attending:_____

The following questions concern your experiences while student teaching and your former experiences as an education student at this institution. The term "teacher educators" describes the professors/instructors/student teacher supervisors in the education department at this institution. The term "your students" refers to the students which you are now teaching as a student teacher.

As you can see, your are not asked to identify yourself. Your anonymity is assured. No one at this institution will examine this questionnaire. Please be as truthful as possible to insure the validity of this research.

Circle the number that best describes how you feel about the statement.

1. During my student teaching experience, it has been possible for me to exhibit respect for my students throughout my daily interactions with them.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

2. Throughout student teaching, my actions have displayed the importance of the teacher's role to give respect to students and to display a caring attitude for students.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

3. The learning experiences that I have prepared for my students during student teaching, exhibit my valuing of my individual student's ability to perceive, learn, make judgments, and perform.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

4. While student teaching, I reflected upon each lesson taught and included that reflection in my daily lesson plan.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

5. While student teaching, I reflected on my teaching experiences in general through the maintenance of a reflective journal.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

6. While student teaching, I reflected on my student teaching experiences through discussions with other student teachers.
1 strongly agree 2 agree 3disagree 4 strongly disagree

7. While student teaching, I reflected on my teaching experience through my compilation of a teaching portfolio.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

8. While student teaching, I reflected on my experience through the creation of my own teaching philosophy.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

9. I believe that throughout my student teaching experience, I have been a reflective practitioner.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

10. I was able to model effective learning strategies for my students while student teaching.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

11. I had the experience of working with an effective and supportive cooperating teacher/teachers throughout my student teaching experience.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

12. Throughout student teaching, I make practical application of the Behavioral Theory in the learning experiences I present to my students.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

13. I present experiences for my students which will encourage them to be life-long learners.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

14. While student teaching, I consider the development of my students and their individual differences when designing their learning experiences.
1 strongly agree 2 agree 3 disagree 4 disagree

15. While student teaching, I consider educational theory when I structure my students' learning experiences.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

16. I have noticed that the learning experiences that I am providing for my students are designed with varied learning theories as a basis.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

17. At this institution, teacher educators voice the importance of giving respect to students.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

18. My teacher educators express that it is a role of a teacher to give respect and to display a caring attitude for their students.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

19. My teacher educators exhibit respect for their students through their daily interactions with students.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

20. My teacher educators express that it is important to value the individual's ability to perceive, learn, make judgments, and perform.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

21. My teacher educators voice that it is important for teachers to reflect on their teaching experiences.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

22. My teacher educators express that modeling is a critical strategy which should be used to encourage learning.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

23. My teacher educators model effective learning/teaching strategies in their own presentations and discussions.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

24. My teacher educators model what they ask their students to do in the classroom.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

25. My teacher educators stress the importance of an effective and supportive cooperating teacher for the student teaching experience.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

26. My teacher educators are active professionals working to improve the education of future teachers.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

27. My teacher educators are actively involved in examining and changing the curriculum.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

28. My teacher educators collaborate with professionals in basic education.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

29. My teacher educators coordinate programs with constituencies off campus.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

30. Teacher educators at this institution express the relevance of the same philosophy/ theory of education.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

31. Teacher educators at this institution express that education should be behaviorally oriented. They often speak about the importance of Behavioral Theory.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

32. The organizing theme which the teacher educators at this institution express is the importance of life-long learning.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

33. The teacher educators at this institution express a curriculum that is developmentally based and allows for recognition of individual differences.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

34. Philosophically speaking the program at this institution is a blend of theory and practice. The teacher educators express that it is most important to apply theory to practice.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

35. At this institution, the teacher educators express the relevance of varied theories and philosophies of education.
1 strongly agree 2 agree 3 disagree 4 strongly disagree

Valerie D. Bell, Ed.D.
Fall, 1998

Appendix C

Tally Sheet - All Participants

Item	SA	A	D	SD	NA	Total
1	54	8	0	1	0	63
2	53	8	1	1	0	63
3	47	15	0	1	0	63
4	28	28	7	0	0	63
5	38	15	8	2	0	63
6	43	16	3	0	1	63
7	32	24	7	0	0	63
8	40	19	3	0	1	63
9	40	21	0	1	1	63
10	36	24	0	0	3	63
11	39	17	5	2	0	63
12	26	30	6	1	0	63
13	40	23	0	0	0	63
14	45	17	0	1	0	63
15	26	33	4	0	0	63
16	33	26	4	0	0	63
17	38	24	1	0	0	63
18	44	18	1	0	0	63
19	33	30	0	0	0	63
20	44	16	1	0	2	63
21	52	9	1	1	0	63
22	51	11	1	0	0	63
23	35	24	3	1	0	63
24	31	28	4	0	0	63
25	28	24	8	2	1	63
26	45	16	1	1	0	63
27	22	29	11	0	1	63
28	30	29	2	0	2	63
29	26	25	7	1	4	63
30	23	23	16	1	0	63
31	19	32	10	1	1	63
32	37	20	5	0	1	63
33	37	23	3	0	0	63
34	42	16	3	1	1	63
35	44	15	4	0	0	63

Appendix D – Tally Sheet – Pub. Ur.

	PUB.UR.					
Item #	SA	A	D	SD	NA	Total
1	18	3	0	1	0	22
2	16	4	1	1	0	22
3	15	6	0	1	0	22
4	5	13	4	0	0	22
5	10	7	5	0	0	22
6	11	8	3	0	0	22
7	7	12	3	0	0	22
8	11	7	3	0	1	22
9	14	7	0	1	0	22
10	9	12	0	0	1	22
11	13	7	1	1	0	22
12	5	16	1	0	0	22
13	15	7	0	0	0	22
14	10	11	0	1	0	22
15	5	13	4	0	0	22
16	8	11	3	0	0	22
17	10	11	1	0	0	22
18	13	9	0	0	0	22
19	8	14	0	0	0	22
20	13	8	1	0	0	22
21	13	7	1	1	0	22
22	16	5	1	0	0	22
23	9	10	2	1	0	22
24	9	10	3	0	0	22
25	9	9	3	1	0	22
26	11	9	1	1	0	22
27	4	9	8	0	1	22
28	5	15	1	0	1	22
29	4	9	6	1	2	22
30	5	7	9	1	0	22
31	4	13	4	1	0	22
32	10	7	5	0	0	22
33	8	11	3	0	0	22
34	8	10	3	1	0	22
35	10	8	4	0	0	22

Appendix E – Tally Sheet – St. Un.

	ST.UN.					
Item #	SA	A	D	SD	NA	Total
1	7	2	0	0	0	9
2	7	2	0	0	0	9
3	6	3	0	0	0	9
4	4	5	0	0	0	9
5	2	2	3	2	0	9
6	7	2	0	0	0	9
7	3	5	1	0	0	9
8	3	6	0	0	0	9
9	3	6	0	0	0	9
10	7	2	0	0	0	9
11	7	0	2	0	0	9
12	3	3	2	1	0	9
13	4	5	0	0	0	9
14	6	3	0	0	0	9
15	3	6	0	0	0	9
16	5	3	1	0	0	9
17	5	4	0	0	0	9
18	7	1	1	0	0	9
19	8	1	0	0	0	9
20	8	1	0	0	0	9
21	8	1	0	0	0	9
22	8	1	0	0	0	9
23	5	4	0	0	0	9
24	6	3	0	0	0	9
25	5	3	1	0	0	9
26	7	2	0	0	0	9
27	3	6	0	0	0	9
28	4	5	0	0	0	9
29	5	3	0	0	1	9
30	3	5	1	0	0	9
31	2	6	1	0	0	9
32	6	3	0	0	0	9
33	4	5	0	0	0	9
34	6	2	0	0	1	9
35	7	2	0	0	0	9

Appendix F – Tally Sheet – Pr. Ur.

	PR.UR.					
Item #	SA	A	D	SD	NA	Total
1	25	3	0	0	0	28
2	26	2	0	0	0	28
3	23	5	0	0	0	28
4	15	10	3	0	0	28
5	22	6	0	0	0	28
6	23	5	0	0	0	28
7	21	5	2	0	0	28
8	22	6	0	0	0	28
9	20	7	0	0	1	28
10	17	9	0	0	2	28
11	16	9	2	1	0	28
12	15	10	3	0	0	28
13	18	10	0	0	0	28
14	26	2	0	0	0	28
15	16	12	0	0	0	28
16	17	11	0	0	0	28
17	21	7	0	0	0	28
18	22	6	0	0	0	28
19	16	12	0	0	0	28
20	22	4	0	0	2	28
21	27	1	0	0	0	28
22	23	5	0	0	0	28
23	18	10	0	0	0	28
24	15	13	0	0	0	28
25	12	10	4	1	1	28
26	24	4	0	0	0	28
27	14	11	3	0	0	28
28	20	6	1	0	1	28
29	17	10	0	0	1	28
30	15	8	5	0	0	28
31	12	11	4	0	1	28
32	20	7	0	0	1	28
33	23	5	0	0	0	28
34	26	2	0	0	0	28
35	25	3	0	0	0	28

Appendix G – Tally Sheet – B. C.

B.C.

Item #	SA	A	D	SD	NA	Total
1	4	0	0	0	0	4
2	4	0	0	0	0	4
3	3	1	0	0	0	4
4	4	0	0	0	0	4
5	4	0	0	0	0	4
6	2	1	0	0	1	4
7	1	2	1	0	0	4
8	4	0	0	0	0	4
9	3	1	0	0	0	4
10	3	1	0	0	0	4
11	3	1	0	0	0	4
12	3	1	0	0	0	4
13	3	1	0	0	0	4
14	3	1	0	0	0	4
15	2	2	0	0	0	4
16	3	1	0	0	0	4
17	2	2	0	0	0	4
18	2	2	0	0	0	4
19	1	3	0	0	0	4
20	1	3	0	0	0	4
21	4	0	0	0	0	4
22	4	0	0	0	0	4
23	3	0	1	0	0	4
24	1	2	1	0	0	4
25	2	2	0	0	0	4
26	3	1	0	0	0	4
27	1	3	0	0	0	4
28	1	3	0	0	0	4
29	0	2	1	0	1	4
30	0	3	1	0	0	4
31	1	2	1	0	0	4
32	1	3	0	0	0	4
33	2	2	0	0	0	4
34	2	2	0	0	0	4
35	2	2	0	0	0	4

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